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ABSTRACT

Abstracts of research projects conducted within the Austin (Texas) Independent School District (AISD) by external agencies or individuals are presented. Each of these researchers went through a screening process in which AISD staff members reviewed their proposals to ensure protection of AISD students and staff and quality research that fits the needs and interests of the district. Twenty-eight proposals were reviewed between June 16, 1990 and June 15, 1991. Of these, 17 were approved, 7 were disapproved, and 4 were withdrawn. Thirty abstracts of new and ongoing projects within the AISD are included. Each abstract contains a description of the study, subjects, and results; and includes a list of participating schools and the implications for the AISD. (SLD)

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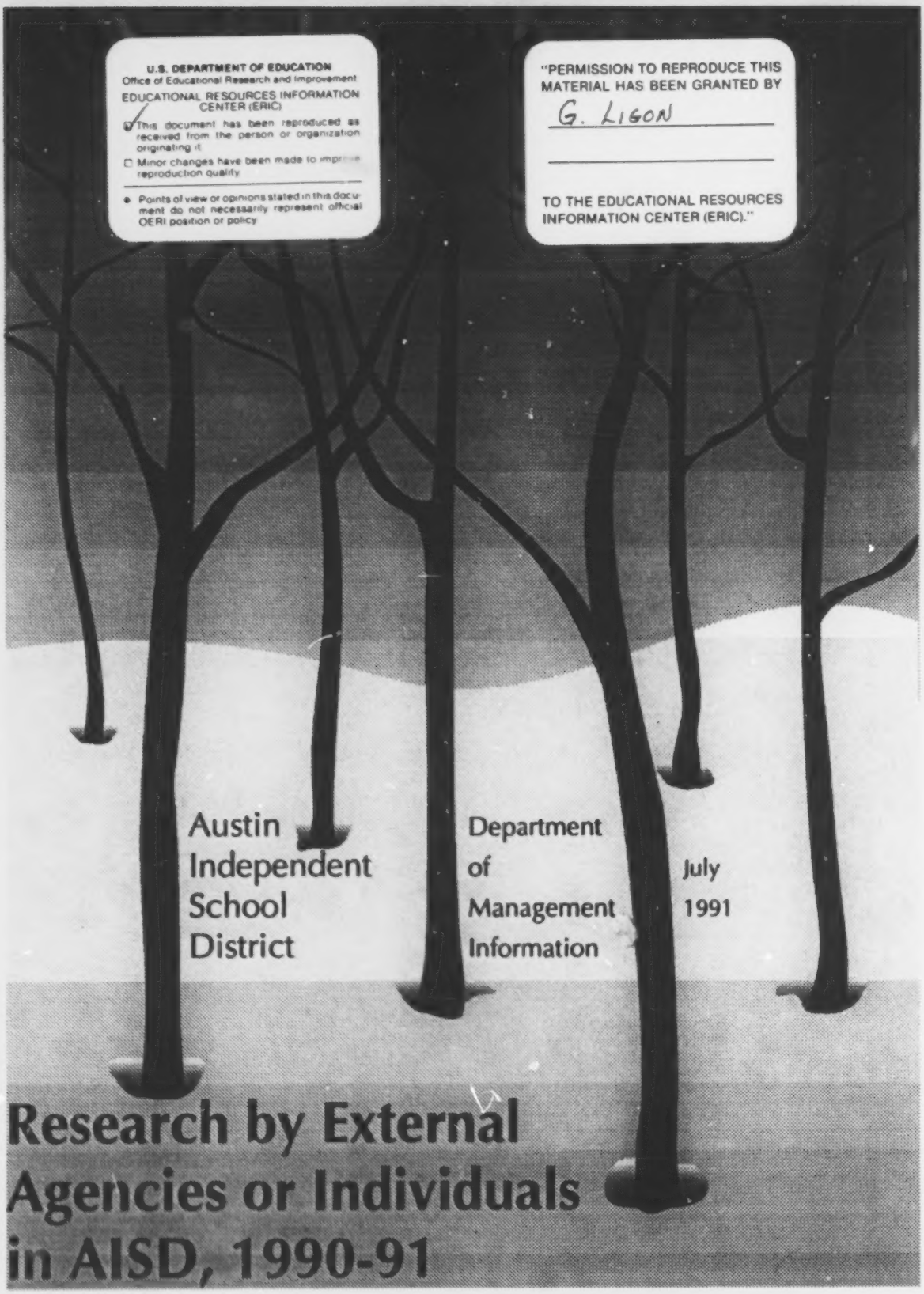

Austin Independent School District

Department of Management Information

July 1991

Research by External Agencies or Individuals in AISD, 1990-91

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External Research in AISD, 1990-91

Compiled by the Department of Management Information

Austin Independent School District

July, 1991

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Research by External Agencies or Individuals in AISD

Executive Summary

Austin Independent School District
Department of Management Information

Author: Sandra Dietzen

1990-91 Statistics

A total of 28 proposals was reviewed between June 16, 1990, and June 15, 1991.

Of these:

- 17 proposals were approved,
- 4 proposals were withdrawn, and
- 7 proposals were disapproved.

Program Summary

For the thirteenth year, we are publishing the abstracts of research projects conducted within the Austin Independent School District by external agencies or individuals. Each of these researchers went through a screening process in which AISD staff members from a variety of departments reviewed their proposals. This is to ensure that:

- The time and energies of AISD staff and students are protected.
- Only those projects meeting the criteria established by the District as conditions for participation in research are approved.
- High-quality research that fits the needs and interests of the District is promoted.

The Department of Management Information is the official point of first contact for all proposals to conduct research in the District. Many of these initial contacts are by phone or personal visit. Discussions at that time often result in the immediate determination that proposals are not viable. For those proposals that do appear to be feasible, the researcher is provided forms and instructions for a formal proposal. When the formal proposal is received, a three- (or more) member administrative review committee is appointed. The Department of Management Information makes a final decision on administrative approval or disapproval of the project based on the recommendations of the committee members. If approval is given, the Director works with the project director and appropriate AISD staff to select suitable schools and/or departments for the study. However, the principals on the selected campuses may decide that the research project would interfere with instructional efforts and disallow the project.

The researcher is required to provide an abstract for this volume as well as a copy of any dissertation, publication, or other report issuing from the study. These are kept on file in the Department of Management Information.

The abstracts included in the publication are entirely the work of the authors named, without the review or endorsement of the Department of Management Information.

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AUSTIN INDEPENDENT SCHOOL DISTRICT

Department of Management Information

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted
R85.08	U.S. - Mexico Family Project	Manuel Ramirez Maurice Korman Sponsor: University of Texas Faculty	Martin, Fulmore, and Pearce Junior Highs; Williams, Houston, Langford, Odom, and St. Elmo Elementary Schools
R87.16	Child and Adolescent Trial for Cardiovascular Health (CATCH)	Guy S. Parcel Sponsor: University of Texas Health Science Center	Travis Heights, Wooldridge, and Bryker Woods Elementary Schools
R87.25	Institute for Teachers of Young Disadvantaged Gifted Students	Susan Johnsen Sponsor: University of Texas Faculty	Andrews, Brooke, Dawson, Metz, Govalle, Oak Springs, Sanchez, Sims, and Winn Elementary Schools
R88.14	A Study of Collaboration Between University Faculty and Public School Teachers for Teaching Economics	Jo Ann Sweeney Sponsor: Dr. B. Joan Dodds	Anderson, LBJ, McCallum, Travis, and Crockett High Schools
R89.01	The Antecedents of Hispanic School Retention: Successful Family Strategies for Coping with High Risk of School Failure	Harriett Romo Toni Falbo	Office of Research and Evaluation
R89.07	A Normative Data Collection for the Learning and Study Strategies Inventory (LASSI) - High School Version	Claire E. Weinstein	McCallum, Anderson, and Johnston High Schools

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ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted
R89.12	Project Interact: Social Skills Intervention to Promote Social Integration of Hearing-Impaired Children in Integrated Educational Settings	Shirin D. Antia Kathryn H. Kreimeyer Sponsor: Harriett Kaberline	Brentwood, Galindo, and Reilly Elementary Schools
R89.17	Relationships of Students' Parent Perceptions and Temperament Styles to School Dropping Out and Staying in Among Hispanic High School Students	Barbara Yonan Sponsor: Dr. Thomas Oakland	Austin, Travis, Johnston, Reagan, LBJ, McCallum, Crockett, and Anderson High Schools
R89.19	As Assessment of Singing Interest and Singing Experience of Children in Grades Three Through Six	Charlotte Mizener Sponsor: Dr. Judith Jellison	Campbell, Maplewood, Sanchez, Lee, Bryker Woods, Pease, and Casis Elementary Schools
R90.01	The Relationship of Parental, Peer, School and Ethnic Factors on Retaining At-Risk Students	George K. Finan Sponsor: William Spencer	Crockett High School
R90.02	Nursing Interventions for Adolescents in Single-Parent Families: A Problem-Solving Bibliotherapy Approach	M. Kay Sandor Sponsor: Lorraine Walker and Alice Redland	Kealing and Pearce Middle Schools; Travis, Lanier, Anderson, and Bowie High Schools

AUSTIN INDEPENDENT SCHOOL DISTRICT

Department of Management Information

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted
R90.07	Disciplinary Profiles of Student-Youth Gang Members: How They Compare to Those of Students Not Known to Youth Gang Members	W. Patrick Fuller, Sr. Sponsor: Dr. Clarence Kron	Office of Student Affairs
R90.13	Evaluation of Southwestern Bell/Austin Independent School District "Improving School Environment to Impact Students' Education" Program	Dr. Terrence R. Tutchings Sponsor: Barbara Williams	Pleasant Hill, Travis Heights, and Williams Elementary Schools; Fulmore Middle School; and Travis High School
R90.16	Writing and Talking Authors: The Influence of Literature on At-Risk Children's Written Expression	Cynthia Ann Farest Sponsor: Drs. Nancy Roser & J. V. Hoffman	Ortega Elementary School
R90.18	The Efficacy of Student Support Groups at the Middle School Level	Ruth Anne Kane Sponsor: Dr. Jose Lopez	Mendez Middle School
R90.19	Relations Between Extra-Curricular Activities and Academic Performance	Dr. George W. Holden	Hill Elementary School and Fulmore Middle School

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AUSTIN INDEPENDENT SCHOOL DISTRICT

Department of Management Information

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted
R90.20	The Relationship Between Principal and Teacher Perceptions of Principal Instructional Management and Student Achievement in Selected Texas Urban School Districts with an Emphasis on an Index of School Effectiveness	Joyce Benoit	Patton, Widen, Cook, Sunset Valley, Menchaca, Cunningham, Casis, Walnut Creek, and Brentwood Elementary Schools
R90.23	The Effects of Cooperative Grouping and Ability on the Acquisition of Concepts by Subjects Using a Computer-Based Lesson With Instructional Options	Deborah A. Harrison Sponsor: Dr. Gonzalo Garza	Mendez Middle School
R91.03	Effects of Testing	Dr. Joan Herman	Menchaca, Kocurek, Metz, Pecan Springs, Barrington, Langford, Sanchez, and Wooten Elementary Schools
R91.04	Attending Behaviors Among First Grade Readers: The Influence of Setting and Monitoring Personal Goals	Gretchen V. M. Stone Sponsor: Dr. Diane Schallert	Lee and Bryker Woods Elementary Schools
R91.09	The Evaluation of a Newly Released, Nationally Distributed Minority Recruitment Videotape of the Profession of Pharmacy	DeAndra L. McIver Jamie C. Smith Sponsor: Dr. Kenneth Kirk	LBJ High School

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AUSTIN INDEPENDENT SCHOOL DISTRICT

Department of Management Information

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted
R91.10	Principal Leadership, Shared Decision Making, and Student Achievement	Melody Ann Johnson Sponsor: Michael Thomas	Pearce and Mendez Middle Schools
R91.12	Principal Competencies in Bureaucratic and Site-Based Organizations	Mary Bull Sponsor: Dr. David Hill	Austin High School and Murchison Middle School
R91.13	Curriculum Field Test	Phil Hatlen Sponsor: Nancy Levack/ Brigitte Magee	Department of Special Education, Secondary
R91.15	Elementary School Teachers Lives and Careers: An Interview Study of Physical Education Specialists, Other Subject Specialists and Classroom Teachers	Dolly Lambdin	Kocurek, Pleasant Hill, Williams, Joslin, and Oak Hill Elementary Schools
R91.18	The Emotions Regulating Family Interaction	Theodore Dix	Office of Research and Evaluation
R91.20	Student Perceptions of Interactive Video in the Classroom	Kathy J. Schmidt Sponsor: Dr. Mark Seng	Kealing Junior High School
R91.21	Creative Drama and the Enhancement of Elementary School Students' Understanding of Science	Michael Kamen Sponsor: Dr. James Barufaldi	Walnut Creek Elementary School

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AUSTIN INDEPENDENT SCHOOL DISTRICT

Department of Management Information

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted
R91.23	A Comparison of Auditory Skills of Hearing-Impaired Children in Aural/Oral vs. Total Communication Educational Environments	Dedra Maas Sponsor: Linda Thibodeau	Brentwood and Reilly Elementary Schools
R91.27	Implementation of School-Based Management: A Case Study on the Change Process	M. Leticia Ramirez-Lopez Sponsor: Kay Contreras and Dr. William Rutherford	Allan, Allison, Boone, Mathews, and St. Elmo Elementary Schools

U S - Mexico Family Project

Abstract

Manuel Ramirez, Ph D and Maurice Korman, Ph D

Participating Schools: Martin, Dobie, Martin, and Bedichek Junior Highs Boone, Brentwood, Kocurek, Highland Park, Casis, St Elmo, Odom, Palm, Blackshear, Becker, Allison, Andrews, Cunningham, Blanton, Widen, Allan, Williams, Pleasant Hill, Langford, and Cook Elementary Schools

Description of Study: The purpose of the present study was twofold Both Phase One and Phase Two of the study were designed to identify differences in parental values and family interaction style in Mexican, Mexican American and Anglo American families In Phase One, the subjects were families of 7th grade students, and the focus of the research was to determine how differences in parental values and interaction style might influence the way in which the adolescent feels about him/herself In particular, the effects of parental authoritarian values, and parental support and control on level of self-esteem will be examined In Phase Two of the study, data were collected from families who had a Kindergarten child The impact of parental values, parental teaching style, and family interaction style on the child's academic achievement and classroom behavior will be the focus of Phase Two data analysis

Description of Results: In progress

Implication of Results: This study will provide school personnel with the characteristics of families, adolescents, and children who are experiencing success as well as those who are having adjustment and learning problems These identifying characteristics can be used to implement primary prevention programs aimed at reducing drop-out rates Parent education programs may also evolve from this work

Implication for AISD: The family environment and the quality of family relationships has implications for the success of the child within the academic setting Understanding parental values and family interaction styles which promote feelings of well-being in adolescents and school achievement in elementary school children may help school personnel in early identification of children who will need extra help to meet educational requirements and to identify potential drop-outs

#R87.16: Child and Adolescent Trial for Cardiovascular Health (C.A.T.C.H.)

Interim Report

Investigators: Guy S. Parcel, Ph.D.
Bruce Simons-Morton, Ed.D., M.P.H.
Jack H. Wilmore, Ph.D.

Core Staff: Kathleen Wambsgans, M.Ed.
Polly Edmundson, Ph.D.
Deanna Montgomery, Ph.D.

Participating Schools: Wooldridge Elementary, Travis Heights Elementary

Description of Study: The purpose of the study was to foster changes in 3rd - 5th grade children's diet and physical activity, and to promote children's resistance to the initiation of cigarette smoking. Approaches to intervention included the following: a) Special health-related classroom instruction, b) Reduction in the amounts of fat and sodium served in the school lunch and breakfast, c) Additional moderate-to-vigorous physical activity in physical education, and d) Parental involvement in the behavior change process. Specifically, classroom health education modules helped teachers encourage children to eat healthful foods and to participate in fitness-oriented physical activities at school and at home. Parents were encouraged to participate in the health instruction of their children through special instructional units. Foods prepared at the school's cafeterias for lunch and breakfast were modified to reduce the amount of fat and sodium. The battery of assessments included recipe analysis, dietary recalls and interviews, overnight urine specimens, observation of children's physical activity at school, physical activity recalls and interviews, a 9-minute distance run, and physiological measures including blood pressure, height, weight, skinfolds, and cholesterol. In addition, a questionnaire was administered to measure the impact of the classroom curriculum on health education knowledge, skills, and self-efficacy. All interventions mentioned were implemented this year at the two schools mentioned above.

Description of Results: In the fall semester 22 students at Travis Heights and 19 students at Wooldridge Elementary participated in the NCC computer interactive 24-hour dietary recall interviews. A

total of thirty-four third and fifth graders at Travis Heights Elementary participated in a protocol practice for a first morning urine collection. In the Spring, 1991, fourty-seven third grade students from Travis Heights and Wooldridge participated in the heart rate/physical activity interview study, and sixteen 3rd graders from Wooldridge participated in the 9-minute distance run.

Anticipated Contributions to Theory or Field: AISD is one of four national study sites of CATCH. CATCH is the most substantial school health promotion project ever conducted. The study is designed to test the effectiveness of multiple health promotion strategies on children's health behavior, and reduce the likelihood of cigarette smoking. Through health instruction, environmental changes and behavior modification, substantial change in children's health behaviors can be promoted. CATCH is the first major study to test the effectiveness of the combination of environmental and curricular interventions on cardiovascular risk reduction. The classroom and physical education instruction employed in this study are highly effective in terms of student achievement and are popular with students and teachers. The learning activities are designed to foster life-long health practices.

Potential implications for AISD: It is anticipated that the program will provide AISD with additional resources for health education and stimulate interest of school staff and students in promoting health. The school nutrition program will enhance the nutritive quality of the meals, while serving as a further learning experience for the children.

Institute for Teachers of Young Disadvantaged Gifted Students: A Longitudinal Study of the Effectiveness of Subjective Measures Used in the Identification Process

Abstract

Susan K. Johnsen, Ph. D.
Baylor University

Gail Ryser, Ph. D.
University of Texas at Austin

Participating Schools: Subjects in this study were originally from Andrews, Brooke, Dawson, Govalle, Metz, Oak Springs, Sanchez, Sims, and Winn.

Description of Study: The major purposes of this study were to examine the relationship among subjective and objective measures used in the identification of young children, ages four through eight, from economically disadvantaged backgrounds for a summer program for the gifted and to identify which measures were most predictive of future achievement in school. The 60 children were identified for the 1987 summer Institute using parent checklists, teacher checklists, product checklists, an informal attribute block activity, the Torrance Test of Creative Thinking--Figural Activities (TTCT) and the Screening Assessment for Gifted Elementary Students--Primary Version (SAGES-P). To determine the relationships between the objective and subjective measures, a partial correlation matrix was calculated controlling for age. The total battery score and various subtest scores from the Iowa Test of Basic Skills (ITBS) scores were collected for each of the students in the spring of 1988, 1989, and 1990. A partial correlation was then calculated among the objective and the subjective measures and the 1988, 1989, and 1990 total battery ITBS scores, again controlling for age. To determine the measures that maximized differences between children chosen or not chosen to participate in the 1987 summer Institute, a discriminate function analysis was performed. The criterion variable was whether the child was chosen or not chosen by the school-based committees to participate in the Institute. To determine the measures that were most predictive of future school success, three stepwise regression analyses were performed. The ITBS total battery scores from 1988, 1989, and 1990 were the criteria variables. The objective measures, subjective measures, and age were the predictor variables.

Description of Results: The SAGES-P Reasoning subtest measuring more analytical and critical thinking did not correlate to those scores and subtests measuring more creative thinking. The more objective measures of divergent production were significantly correlated with one another while the more subjective product score did not, correlating more highly with the teacher nomination checklist.

Subjective measures such as the parent nomination, product score, and teacher nomination did appear to predict future achievement even when no achievement measures are used in the identification process. While the screening committees tended to rely primarily on the more objective measures such as the TTCT and the SAGES-P for entry into the 1987 summer Institute, the parent nomination contributed 34% of the achievement variance on the youngsters' 1988 ITBS Total Battery Score one year later and 8% on the youngsters' 1990 ITBS Total Battery Score three years later. Product scores also contributed to the 1989 ITBS Total Battery scores and teacher nomination checklists contributed to the 1990 ITBS Total Battery scores. The appearance of the teacher and product scores may be a result of their relationship to more traditional school factors.

Two measures predicted achievement throughout the three year study--the SAGES-P Reasoning subtest and the parent checklist. The SAGES-P Reasoning subtest, composed primarily of figural and pictorial analogies and classification items, appeared to contribute more of the achievement variance in later years. The parent checklist predicted achievement the first year and then again, three years later.

Implications of Results: With the exception of the product score, measures often associated with creativity in this study correlated with one another. While student products may often be viewed as a possible measure of creativity, professionals should be aware that the qualities of the product as well as the individual who judges these qualities will influence the nature of the construct being measured. In this case, teachers often submitted products that did not lend themselves to those criteria often associated with divergent production such as fluency, originality, flexibility, and elaboration. In addition, the products were then judged by the child's teacher who was subjective in determining overall score. To avoid this problem, districts might choose to have several prepared lessons encouraging more divergent thinking, to use a teacher trained in gifted education to introduce the lessons to the youngsters, and to have a trained screening committee judge the final products.

Overall, the measures used in the identification process did appear to predict future achievement test performance. Analogical reasoning tests and parents from lower income families appear to be effective in identifying young gifted children. The low aggregate contribution of these tests to the Total Battery achievement test score may be attributed to other school-related factors such as teachers, the instructional process, and correlated classroom activities.

One of the major difficulties of this longitudinal study was the transient nature of the sample. Before the initial summer Institute could begin, two weeks following the conclusion of the school year, ten children moved from the district, leaving only 50 participants. In addition, 18 of the youngsters left the following year, reducing the sample to only 32. Because not all children received a parent and/or teacher nomination, the number included in these analyses was not large. But even given this modest sample size, the significant results suggested the merit of using more subjective measures in the identification of young gifted minority children.

Implications for the AISD: From this study, the Austin Independent School District should consider using parent nomination and tests of analogical reasoning in their identification of young gifted children from lower income backgrounds. Teachers in the identification process should be trained in the identification process and in the collection of student products. Measures do appear to exist that have validity for the purpose of identifying young gifted children. Since teachers from the AISD participated in the summer Institutes, the district now has teachers who are trained in the identification process and in the instruction of young gifted children. In addition, they also have lesson plans and curriculum units that were successfully field-tested in the summer Institutes. The AISD might consider using these material and human resources in the development of programs for young gifted children, particularly those from lower income families.

A STUDY OF COLLABORATION BETWEEN UNIVERSITY FACULTY AND PUBLIC SCHOOLS TEACHERS FOR TEACHING ECONOMICS

Abstract

Jo Ann Cutler Sweeney, Ph.D.; B. Joan Dodds, Ph.D.; and Lyn Loeffler, M.Ed.

Participating Schools: Anderson High School, Lanier High School, Travis High School

Description of Study: A team of public school educators and university researchers/teacher educators developed, field tested, revised, and retested an instructional unit, "The Impact of Geography on Current Economic Issues," as part of a previously described three phase study into collaborative curriculum development for the integration of economic concepts and principles into world geography courses (External Research in AISD, 1989-1990, Publication Number 89. M03, pp. 20-21).

The goals for the revised unit are for students:

a) to understand economic activities in a region;
b) to appreciate the impact of the environment on the economic activities of a region;
c) to explore economic, social, and cultural relations among individuals and regions; and
d) to realize that individual activities, or self-interest, may impact the economic, social, and cultural aspects of others.

The unit addresses these goals through four generalizations and fourteen concepts which are explicitly taught.

Description of Results: Data analysis continues, and preliminary results indicate admirable (50% to 73%) improvement rates.

Implications of Results: The essential elements mandate that economic concepts and principles be taught in all social studies classes. Thus far, however, teachers have been offered little curriculum material to meet that requirement. This unit offers classroom teachers an option in fulfilling state curriculum rules and helping students to increase their often dismally weak knowledge of economics.

Implications for AISD: The revised unit produced in this study, "The Impact of Geography on Current Economic Issues," won honorable mention in the 1990 statewide L. W. (Bill) Gray Awards for Excellence in the Teaching of Private Enterprise competition sponsored by the Texas Association of Business. Austin ISD teachers are encouraged to contact:

Dr. Jo Ann Sweeney, Chair
Department of Curriculum and Instruction
EDB 406
The University of Texas at Austin
Austin, Texas 78712
512-471-5942

for a free copy of the unit or for additional information.

The Antecedents of Hispanic School Retention: Successful Family Strategies for Coping with High Risk of School Failure

Abstract

Harriett Romo, Ph.D., Assistant Professor of Sociology, Southwest Texas State University
Toni Falbo, Ph.D., Professor of Educational Psychology and Sociology, University of Texas at Austin

Participating Schools: All students who were 15 years old and Hispanic in the fall of 1988 were invited to participate. Thus the students come from many AISD schools.

Description of Study: This project aims to find ways of keeping "at risk" Hispanic teen-agers in school. The participating students and their families are being followed over a three-year period to determine which types of parental coping strategies are associated with staying in school. The data consist of information from school records, from a survey administered to both the students and their parents, and from an ethnography of a subset of the surveyed families.

Description of the Results: This study is longitudinal and the final data will not be collected until the fall of 1991. As of the fall of 1990, 30% of our surveyed students had dropped out of school. It is expected that as many as 50% of the students will have dropped out by the fall of 1991.

Implications of Results: Our results should inform educators about strategies to keep Hispanic students in school.

Implications for AISD: It is our goal to share our results with AISD so that AISD can make the changes necessary to facilitate school attendance by "at risk" Hispanic youth.

A NORMATIVE DATA COLLECTION FOR THE LEARNING AND STUDY STRATEGIES INVENTORY (LASSI) -- HIGH SCHOOL VERSION

Abstract

Claire Ellen Weinstein, Ph.D.

Participating Schools: Anderson High School; McCallum High School; and Johnston High School

Description of Study: The purpose of this study was to: (1) generate a set of norms for the high school version of the Learning and Study Strategies Inventory (LASSI); and (2) to create a local data base that could be used to examine the potential relationships between students' knowledge and use of effective learning and study skills and student performance and retention. A long-term goal for this work is to help provide a means for early identification of at-risk students so that appropriate enrichment or remediation can be provided, thus reducing the potential for students dropping out of school.

Description of Results: The data obtained from the students were used to generate four separate sets of norms, one for each grade level. An examination of this normative data also revealed a progression in students' knowledge about and use of learning and study strategies as they progress across the four grades. The largest change occured between the 10th and 11th grades. The data will be analyzed further in a cooperative project with the district to examine the potential impact of this data for identifying high-risk students and the possible implications for drop-out prevention.

Implications of Results: The norms collected from the students in AISD will be combined with other data to help define the psychometric properties of the Learning and Study Strategies Inventory (LASSI) - High School version. This measure provides a diagnostic/prescriptive assessment of students' learning and study strategies. By providing a means for assessing student strengths and weaknesses, the LASSI - High School version will facilitate the identification of high-risk students as well as the development of appropriate enrichment and remediation.

Implications for AISD: As a result of this study AISD now has a set of local norms that can be used to assess the learning and study strategies of

students at all grade levels. Since the LASSI - High School Version can also be completed several times, the district can also use the norms to follow students as they progress through their high school years or to evaluate the impact of intervention programs. Finally, the data set that has been created will be used to examine issues relating to the learning skills of at-risk students and student retention.

Project Interact
Interim Report

University of Arizona
Shirin D. Antia, Ph.D.
Kathryn H. Kreimeyer, Ph.D.

Purpose Project Interact is a federally funded research project designed to compare the effectiveness of a Social Skills and an Integrated Activities intervention in increasing positive interaction of young hearing and hearing-impaired children.

Subjects The subjects were 105 hearing-impaired and hearing children between the ages of four and seven years from 13 educational programs in six states. Twenty five hearing-impaired and 26 hearing children received the social skills intervention, and 24 hearing-impaired and 30 hearing children received the integrated activities intervention. Each classroom teacher completed the Communication and Social subscales of the Classroom Edition of the Vineland Adaptive Behavior Scale on all participating children. Each hearing-impaired child was also administered the appropriate form of the Grammatical Analysis of Elicited Language (GAEL). Audiotapes of the hearing-impaired children's speech were rated for intelligibility using the National Technical Institute for the Deaf Speech Intelligibility Scale that assigns a rating of 1 to unintelligible speech and a rating of 5 to totally intelligible speech. Subject information is available in Table 1.

Intervention Programs The intervention was conducted with groups of four to six children of whom two to four were hearing-impaired and the remainder were hearing. These small groups participated in the intervention for twenty minutes a day, two or three days a week for an average of 37 intervention sessions (range 28-56).

A major finding of this study was that statistically significant but clinically small gains were found for positive interaction of children with peers of different hearing status. Both the social skills and integrated activities groups increased their interaction with different status peers during the intervention, but the lack of a Time by Treatment effect indicated that one intervention was not more effective than the other in promoting such interaction. The steady nature of the gains during the intervention is encouraging, and may indicate that continued intervention could result in further gains in positive interaction with peers of different hearing status.

RELATIONSHIPS BETWEEN STUDENT PARENT PERCEPTIONS OF PARENTAL EDUCATIONAL ATTITUDES AND SUPPORT AND TEMPERAMENT STYLES AMONG HISPANIC AND BLACK STUDENTS WHO STAY IN OR DROP OUT OF HIGH SCHOOL

Abstract

Barbara Ann Yonan, Ph D

Participating Schools: Anderson, Austin, Crockett, Johnston, Johnson (L B J), McCallum, and Travis high schools

Description of Study: Nation-wide, approximately one-quarter of the high school population is not expected to graduate. The dropout rate of minority students, especially of Hispanics is even higher. This study examined the possible influences of student perceptions of parent educational attitudes and support as well as temperament styles on remaining in school or dropping out among 99 Hispanic and 66 Black students. Students were at high risk for dropping out utilizing the criteria of low achievement, over age, and low socioeconomic status. All students met the criterion of a minimum of five years residence in the United States. Students were administered a temperament measure and a questionnaire soliciting information about student perceptions of parent education attitudes and support

Description of Results: Findings indicated that dropout rates for Hispanics and Blacks in this study were similar and were independent of ethnicity or temperament. Hispanic and Black students displayed similar perceptions of parent educational attitudes, irrespective of continuing or discontinuing schooling or temperament style. No differences were found in the perceptions of parent educational support related to ethnicity, temperament, and in-school status acting independently. However, a significant interaction pattern was found that indicated while parent perceptions of educational support among Hispanics was relatively constant, regardless of temperament style and remaining in or dropping out of school, Black students with the Sensing-Judging (SJ) temperament style who continued in school exhibited more positive perceptions of parent educational support than did those who dropped out.

Implications of Results: Both Hispanic and Black students manifest similar positive perceptions of parent attitudes. Such findings indicate that parents of these minority students make known their positive beliefs about staying in school to graduate. However, the results also indicate that parent attitudes, as measured by this study, do not significantly influence whether adolescents remain in school. Adolescents may be receiving competing messages concerning deleterious financial conditions, overburdening child care, and/or unemployment that contribute to loosing sight of the long-range goal of graduating from high school. The finding that over half of the

total sample at risk for dropping out display the SJ temperament style, characterized by group afiliation and service to the group, suggest the use of group interaction to facilitate academic ends. However, further research is needed to investigate which groups may have greater influence on school continuation.

Implications for AISD. The data obtained from this study suggest the need for the school district to work with community, government, and business resources to alleviate some of the forces competing against education by finding ways to provide increased child care opportunities for students and their families. Similarly, tapping resources to provide potential dropouts with opportunities to be salaried for school achievement might encourage staying in school.

ATTITUDES OF THIRD- THROUGH SIXTH-GRADE CHILDREN TOWARD SINGING AND CHOIR PARTICIPATION AND ASSESSED SINGING SKILL

Abstract

Charlotte P.Mizener, Ph.D.

Participating Schools: Bryker Woods Elementary, Campbell Elementary, Casis Elementary, Lee Elementary, Maplewood Elementary, Pease Elementary, Sanchez Elementary

Description of Study: The purpose of this study was to examine the attitudes of elementary music students toward singing and choir participation in relation to grade level and gender, classroom singing activities, previous and current out-of-school singing experiences, and degree of singing skill, both self-perceived and assessed. A questionnaire on attitudes toward singing and choir participation was administered to students in grades three through six. In addition, individual singing responses of 23% of the subjects were recorded and analyzed to assess singing skill.

Description of Results: An analysis of the questionnaires showed that the majority of students indicated a positive attitude toward singing, but positive responses at each grade level decreased steadily as grade level increased. Girls and students in lower grades showed more positive attitudes than boys and students in upper grades. Slightly less than half of all respondents indicated interest in singing in a choir, with significantly more girls than boys showing interest in singing in a choir.

Girls and students in the two lower grades responded more positively to items of interest in classroom singing activities and to items on out-of-school singing experiences. Those who liked to sing and those who wanted to sing in a choir also responded more positively. Self-perception of singing skill was more positive at lower grade levels, among girls, and among respondents who liked to sing or wanted to sing in a choir.

The only significant relationship between assessed singing skill and other factors in this study was between grade level and melodic accuracy of the better performance of "Jingle Bells," in which fifth- and sixth-graders had higher scores for accuracy than third- and fourth- graders. Relationships between assessed singing skill and grade level, gender, attitude toward singing, and attitude toward choir participation, as well as relationships between self-perception of singing skill and assessed singing skill, were not significant.

Implications of Results: Results of this study support the belief that girls and younger students have more positive attitudes toward singing and choir participation than do boys and older students. Therefore, in order to increase positive attitude toward singing among boys and older students, it is suggested that music educators and parents start cultivating positive attitudes among students at an early age by providing activities and experiences associated with positive attitudes. This study does not support the traditional belief that students with better singing skills have more positive attitudes toward singing, although singing skill scores of students who liked to sing were slightly, but not significantly, higher than scores of those who did not like to sing. It is my belief that students should still be taught to sing to the best of their ability.

Implications for AISD: Results of this study offer the public school music teacher information which may be useful in promoting positive attitude toward singing and choir participation in the classroom and provide the choir director with knowledge helpful for recruitment, rehearsal, and performance purposes.

RELATIONSHIP OF PARENTAL, PEER, AND SCHOOL FACTORS TO THE RETENTION OF AT RISK YOUTH

Abstract

George Keith Finn II

Participating Schools: Crockett High School

Description of Study: This study was designed to extend previous research in order to determine which family, peer, and school variables were critical in distinguishing between at risk dropouts and persisters. Independent variables were parental, peer, and school factors which have been shown to influence students to stay in or drop out of school, while the retention status of at risk youth constituted the outcome measure. The sample consisted of 54 students currently enrolled in high school and 40 former students who had dropped out. All students interviewed had attended or were attending the same high school in Austin, Texas. Both in-school and out of school students were asked to complete a survey which included questions about parental, peer, and school factors. A discriminant analysis was used to examine the data.

Description of Results: Results showed significant differences between the at risk students who remained in school and those who dropped out. The most significant predictor variables were peer influences followed by parental and school influences. A comparison of findings between this study and the original study also resulted in significant differences in the ranking of critical variables. School influences were the most significant factors in the original study, while peer and parental factors were most significant in the Austin study.

Implications of Results: This study demonstrated that the categories of family, peer, and school variables are valid predictors. The relative importance of variables differ depending on the composition of the group. The survey instruments proved to be valid as a diagnostic tool in understanding at risk attitudes and developing proper remediation efforts to deal with these attitudes. A further finding shows the appropriateness of models of academic and social integration for analyzing at risk youth. In the Austin study, a lack of academic integration was assumed which allowed for a thorough examination of the peer, family, and school variables affecting the subjects' social integration.

Implications for AISD: The focus of the Austin study seems to indicate that if school factors are not the primary sources of dissatisfaction, then peer and family factors play a more important role. For the Austin groups, peer relations played the most significant role in predicting group behavior. This would suggest a remediation approach directed toward changing peer attitudes and alliances.

NURSING INTERVENTIONS FOR ADOLESCENTS IN SINGLE-PARENT FAMILIES: A PROBLEM-SOLVING BIBLIOTHERAPY APPROACH

Abstract

Mary Kay Sandor, Ph.D., R.N.

Participating Schools: Crockett, Travis, Anderson, Lanier, Bowie, Pearce, and Kealing.

Description of Study: This intervention study used an experimental, pretest-posttest, comparison-group field design. For the purposes of the study, the unit of analysis was the individual teenager within the context of the family system. The phenomenon of interest was problem-solving as an efficacious strategy for teenagers coping simultaneously with the developmental transition of adolescence and the familial transition of parental divorce. The design incorporated a previously developed self-help problem-solving bibliotherapy intervention. The study sought information about intervention effects on the competence of a sample of adolescents, as measured by their problem-solving appraisals, self-perceptions, self-efficacy, and self-esteem. These adolescents' single-parent mothers' problem-solving appraisals and parenting characteristics were simultaneously measured to assess the mothers' influence. Mother and adolescent dyads ($N = 100$) were randomly assigned to either an intervention or comparison group. Testings occurred approximately one month apart, both before and after the intervention for Group I. Group II served as a comparison group, with the workbook intervention delayed until after two test periods. Three hypotheses were used in assessing the impact of the self-help problem-solving workbook intervention and of the single-parent mothers' influence on adolescent competence. Analyses of covariance and multiple regression were used in the statistical analysis of the research data.

Description of Results: The findings for Hypothesis 1 revealed no significant group differences in the cognitive outcome measures for adolescents. These measures assessed self-efficacy, problem-solving appraisal, self-esteem, and self-perceptions of competence. However, there were reported changes in adolescent coping and self-regulation behaviors. Having used the workbook over a one-month period, teenagers reported a significant decrease in the emotional coping behaviors of getting depressed and of getting mad and yelling.

While the results for Hypotheses 2 revealed weak parental influence at Time 1, Hypothesis 3 indicated that the single-parent mothers' parenting skills and problem-solving appraisals were significant, but small-grade predictors of their teenagers' competence at Time 2. Although the degree of prediction was low, it was comparable to that of another study which used similar instruments. In addition, post hoc analyses revealed a pattern of moderate, but significant, correlations among adolescent competence variables at Time 1 with parenting competence variables at Time 2, suggesting bidirectional parent and adolescent influences.

Implications of Results: Much attention is given to 'deviant behavior' and 'pathology' in adolescent drug use and sexuality. However, the majority of

teenagers do not fall into this pattern. Thus, efforts to teach 'normal' adolescents self-care techniques for their mental health remains a high priority for health promotion. Continued work in this area is needed to expand the intervention from a paper and pencil workbook to a video tape, an audio tape, or computer format with an effort to match learning styles and personality types. Changes in instrumentation and design can also be made to better capture coping and self-regulation efforts by adolescents as they manage personal and environmental transitions.

Implications for AISD: In evaluating the workbook, students indicated that they would use the workbook again and they would recommend it to a friend. They also reported that they would like to get the workbook from teachers, school counselors, and the school library.

JUVENILE GANG MEMBERSHIP IMPACT ON DISCIPLINARY PROCEDURES IN PUBLIC SECONDARY SCHOOLS

Abstract

W. Patrick Fuller Sr.

Participating Schools: Students in the discipline file including all secondary schools in AISD.

Description of Study: The study investigates the relationship of gang membership and discipline on students in secondary school at an urban school district.

The rate of offenses committed by gang members was compared to the rate of offenses committed by a matched group. Also compared was the severity of punishment received by the two groups for similar offenses.

Analysis of co-variance supported the hypotheses that gang members receive the same severity of punishment as students not known to be gang members, for similar offenses and that, within similar offenses, the severity of punishment is proportional to the rate of recidivism for gang members and for students not known to be gang members.

Chi-square analyses showed no significant difference between the frequency of offenses and the recidivism rate of the gang members and the students not known to be gang members.

Description of Results: The results indicate that in the school district, punishment is administered in a fair manner and that the differences in punishment severity are due to recidivism and not to known gang membership.

Recidivism of students in the school district compared favorably with the recidivism rate of teenagers and young adults in the juvenile justice system in the study urban area. The lower recidivism rate could be attributed to school-based programs targeted towards high-risk students.

Implication of Results: A fair administration of discipline policies in conjunction with programs designed to target "at-risk" students has shown to be conducive to the reduction of the rate at with students engage in delinquent behavior.

Implications for AISD: Programs such as Peer Assistant Leadership (PAL), and Drug Abuse Resistance Education (DARE) should be continued in AISD. The combination of these and similar programs and the fair administration of the District's discipline policy in the schools makes Austin ISD a place where ALL CHILDREN CAN LEARN.

EVALUATION OF SOUTHWESTERN BELL/AUSTIN INDEPENDENT SCHOOL DISTRICT "IMPROVING SCHOOL ENVIRONMENT TO IMPACT STUDENTS' EDUCATION" PROGRAM

Abstract

Terrence R. Tutchings, Ph. D.

Participating Schools: Pleasant Hill, Travis Heights, Williams Elementary Schools, Fulmore Middle School and William B. Travis High School

Description of Study: This is a qualitative summary of the program involving AISD principals, teachers and St. Edward's University teacher-education faculty in vertical teams. The vertical teams developed specific programs to improve the school environment in each participating school. The final evaluation report will include a quasi-experimental, time series assessment of the changes that occurred.

Description of Results: During the first 17 months (January 1990 through May, 1991), 24 separate, but coordinated, programs were implemented in the participating schools. Many of the programs involved students, teachers and parents in several schools in overall efforts spanning K-college. Results included improved attitudes, improved self-concept, increased learning and improved behavior of students; teachers learned new skills and developed resources for continuing programs; parents were found to increase their level of involvement. Positive changes occurred on a school-wide basis as trained teachers shared their experiences with other teachers. Principals at all schools indicate that the efforts added directly to SBI implementation success. All of the programs implemented will be continued in following years, and additional programs will be added.

Implications of Results: A universal implication of the vertical-team concept is that it works: students, teachers, principals, parents and SEU faculty have indicated their satisfaction and excitement with the processes and results.

Implications for AISD: The implications for AISD are many, but the key implications are summarized by one principal: "This project gave teachers permission to dream and to gain confidence in the belief that they truly could be agents of change."

WRITING AND TALKING AUTHORS: THE INFLUENCE OF LITERATURE ON AT-RISK CHILDREN'S WRITTEN EXPRESSION

Abstract

Cynthia A. Farest

Participating Schools: Ortega Elementary

Description of Study: The purpose of this study is to examine the writing of at-risk, Hispanic kindergarten children and to describe how their understandings and use of written language appear to influenced by their experiences with literature. The classroom selected for this investigation is one in which literature plays a prominent role. Opportunities for children to write are offered through both child-initiated and teacher-invited activities. Assuming a role of participant observer, the researcher gathered data through observations, collections of products and interviews with children and their teacher. A case study investigation was used to examine closely the writing of five children selected on the basis of distinct individual differences they displayed such as language preference, style of literary response and knowledge of story and written language.

Descriptions of Results: Data gathered over the 3-month period were examined through qualitative analysis. The analysis process was inductive and involved organization, classification and examination of noticeable patterns over time. Using qualitative research techniques and procedures, children's experiences with literature and writing were examined to characterize their writing processes and to describe how their experiences with story supported their efforts to express understanding through writing. Children's written expression was examined by classifying products according to several variables: 1) type of writing (i.e., child-initiated, teacher-invited); 2) composition of the written product (e.g., drawing, dictation, child-writing); 3) writing conventions (e.g., left to right, top to bottom, word units, etc.); 4) literary structures (e.g., story language, characters, plot, etc.) Analyses of these data were aimed toward a better understanding of young children's developing knowledge of written language.

Implications of Results: This study was conducted in an effort to provide more information about early literacy development, specifically writing. Currently, much of what is known about beginning writing development is based on observations and analyses of what middle-class children do when given opportunities to write. Very few studies have examined the early writing products and/or behaviors of children from low SES environments. In addition, research questions concerning how literature can influence classroom-based literacy development are only beginning to be addressed. Information of how literature may influence the writing of children from low SES backgrounds is limited. Thus, the findings of this study are seen as potentially beneficial to the area of early literacy development, in particular, the writing development of at-risk learners.

Implications for AISD. The findings of this study will describe and report on the efforts of children to understand and use written language in a literary-rich classroom environment. These detailed descriptions will offer information about early writing development and about the role literature plays in promoting the literacy development of children considered at-risk.

EFFECTS OF STUDENT SUPPORT GROUP COUNSELING IN A STUDENT ASSISTANCE PROGRAM (SAP) ON GRADES, ATTENDANCE DISCIPLINE, AND SUICIDAL ORIENTATION

Abstract

Ruth Anne Kane, Ph.D.

Participating Schools: Mendez Middle School and Martin Junior High School

Description of Study: The effects of participation in counseling support groups as a part of a middle school Student Assistance Program (SAP) was examined for grades, attendance, discipline referrals, and suicidal orientation. Pre-intervention and post-intervention data for forty-four students who participated in support groups for one semester at one middle school were compared to data for forty students at another middle school without the support group program. Suicidal orientation was measured using the Life Orientation Inventory Screen Response Form. Number of failing grades, number of discipline referrals, and number of absences were obtained from school records. A multi-variate analysis of variance procedure was used to compare the two groups.

Description of the Results: Students who received support group counseling had significantly fewer discipline referrals after one semester than did the students who did not receive the counseling. Number of failing grades, number of days absent, and suicidal orientation were also reduced, but the reduction was not statistically significant.

Implications of Results: This study provides evidence that SAP support group counseling can reduce the behavioral problems which cause students to be sent away from their classrooms to be disciplined by school administrators. When students are given the chance to work on personal problems in the support group setting, it would appear that they are then free to spend more time in their classrooms learning.

Implications for AISD: The results of the study indicate that school district support of Student Assistance programs may very well improve school climate, increase learning time, and reduce substance abuse while assisting students in developing the social skills necessary to be productive citizens and students.

RELATIONS BETWEEN EXTRACURRICULAR ACTIVITIES AND ACADEMIC PERFORMANCE

Abstract

George W. Holden, Ph.D. and Susan Coleman, B.A.

Participating Schools: Hill Elementary, Fulmore Middle School, Bowie High School

Description of Study: There is an on-going debate among educators and others about whether participation in extracurricular activities helps or hinders children's academic performance. The purpose of the present study was to shed some light on that debate by investigating the relation between success in school, as determined by grades and achievement test scores, and participation in extracurricular activities. This study also assessed how children's self esteem was related to the above variables.

Thirty-eight 2nd graders, 39 8th graders, and 40 11th graders participated in this study. All students filled out an activities questionnaire (designed for this study) and a standard self-esteem inventory. The most recent grades (averaged to form a GPA) and the mean achievement test scores (ITBS or TEAMS) were also collected.

Description of Results: All but two students reported that they were involved in at least one extracurricular activity across the course of a year; most students were involved in a variety of activities. Second graders reported an average of 5.7 activities, 8th graders an average of 4.5, and 11th graders an average of 4.2. For the purposes of analyzing the data, these activities were divided into categories of individual sports, team sports, clubs, art or music, and work.

Correlations between the extracurricular activities and GPA and achievement scores revealed a mixed pattern of results, dependent on the grade level, type of activity, and gender of child. In the 2nd grade, there were negative relations between mean achievement scores and a) the total number of activities engaged in as well as b) team sport involvement. In addition, for 2nd grade girls, their GPA was negatively related to their participation in art or music outside of school. In the 8th grade, a different pattern emerged. There was a weak, but significant positive association between those students who worked and GPA. On the other hand, there was also a trend that 8th grade girls who participated in team sports had lower achievement test scores. With 11th graders, GPA was negatively related to participation in individual sports but positively related to participation in club activities. In sum, out of the 18 correlations computed for males and females combined, five revealed significant relations or trends. Of those five, two indicated a positive relation between extracurricular activities and academics while three indicated a negative relation. In a similar way, the results of the self-esteem questionnaire revealed a complex pattern of relations.

Implications of Results: These results provide additional fuel to the debate about the role of extracurricular activities and academic performance. Rather than help resolve the debate, some support for both sides of the argument has been found. Evidently, the relation between the two topics is a complex one, that is mediated by the age of the child, the gender of the child, the type of activity, and various other variables that we have not analyzed, such as the amount of time spent on the activity or the level of success the child experiences with the activity.

Implications for AISD: This study has provided useful preliminary information about a complex issue. Given the relatively small number of students sampled and the limited magnitude of the significant correlations, the results should be regarded as pilot data. However, it appears that this is a fertile area for further research and we believe that AISD should support further investigations into this area. The major practical conclusion that can be drawn from this work for AISD is that it is clear that any one single policy about whether to encourage or discourage extracurricular activities would be inappropriate. Such a policy might aid some students' academic performance while hindering others.

THE RELATIONSHIP BETWEEN PRINCIPAL AND TEACHER PERCEPTIONS OF PRINCIPAL INSTRUCTIONAL MANAGEMENT AND STUDENT ACHIEVEMENT IN SELECTED TEXAS URBAN SCHOOL DISTRICTS WITH AN EMPHASIS ON AN INDEX OF SCHOOL EFFECTIVENESS

Abstract

Joyce D. Benoit

Participating Schools: Patton, Sunset Valley, Walnut Creek, Menchaca, Cunningham, Kocurek, Sunset Valley, and Blanton participated from AISD. Twenty-three additional schools within Texas also participated.

Description of Study: Texas urban school districts were selected for participation in a study of school effectiveness measures. The principal and ten randomly chosen teachers at selected schools were asked to complete the Principal Instructional Management Rating Scale by Dr. Philip Hallinger. Principals were also asked to respond to additional items related to preservice and inservice training in test data interpretation and use.

Grade 3-6 complete composite scores on the 1990 Iowa Tests of Basic Skills were used to create an index of school effectiveness. This index is based upon the concept that all students should acquire the basic skills. Regression analyses of the relationship between principal-reported and teacher-perceived instructional management was conducted using the index of effectiveness. Descriptive statistics were used to analyze principal-reported preservice and inservice training and the use of test data in school planning and goal setting.

Description of Results: The index of school effectiveness was developed from the Iowa Tests of Basic Skills scores. Two groups of students were considered using the free/reduced price lunch participants and the other students. Actual and ideal performance discrepancies of the student groups was then used in the regression equation as the dependent variable.

Six regression analyses were studied looking at the functions and dimensions of the rating scale as perceived by teachers and principals. Additional variables of gender, age, and ethnicity were entered into the equation. The teachers' perception of the instructional leadership of the principal was significant at the .0776 level. All other regressions were found not to be significant.

Principals were found to belong to as many as seven professional organizations. Fifty different inservice topics had been attended by principals in the prior three years. Most of the principals had 4-6 hours of graduate level course work in tests and measurement,

statistics, or research methods. While most principals reported the courses to be useful, 87% learned test interpretation elsewhere. All of the principals used test data in school planning with teachers. Only 32% used it with students. Fifty percent or more of the principals used test data to identify strengths and weaknesses at the classroom and the student level; ninety percent or more used test data at the campus and grade level.

Implication of Results: Scores of students from all socioeconomic groups improve when the teachers believe that the principal strongly emphasizes test scores.

Implication for AISD: Principals need to be training in ways that will promote the image that test scores are being emphasized.

Since the Texas Education Agency is prescribing a site-based management model, the role of the school principal in managing instruction becomes critical. Additionally, methods that can be used in rewarding schools for improved performance are being sought. The creation of any index of school effectiveness will influence the factors added to these uses within the state of Texas. This will affect AISD and Texas.

THE EFFECTS OF COOPERATIVE GROUPING AND ABILITY ON ACHIEVEMENT BY SUBJECTS USING A COMPUTER-BASED LESSON WITH INSTRUCTIONAL OPTIONS

Abstract

Deborah Ann Harrison, Ph.D.

Participating School: Mendez Middle School

Description of Study: This study compared the achievement differences of subjects of varying ability who worked on a computer-based tutorial in either an individual or cooperative group condition. The relative contributions of attitude toward instruction as well as three process variables, response accuracy, level of option selection, and time spent viewing instruction were examined. Group characteristics taken into account which may impact achievement and attitudinal outcomes included: type of group, preparation for group work, and group composition. In addition, achievement results of high, middle, and low ability learners were analyzed by instructional condition: individual versus cooperative group. The types of cognitive learning levels which are most appropriate for individual versus group learners was also explored. Three categories of learning according to Gagne's theory of learning outcomes were used in this study: verbal information, defined concept, and rules. Subjects were 102 volunteers enrolled in an eighth grade Earth Science course. These subjects were stratified by ability according to previously measured reading achievement scores. Subjects were also randomly assigned to either the individual learning or cooperative group learning condition. Seventeen triads, each having a high, middle, and low ability subject were formed.

Description of Results: Results indicated that subjects in the two instructional conditions, individual and cooperative group, learned verbal information, concepts, and rules with the same level of proficiency. While high and middle ability subjects in the individual condition as compared to high and middle ability subjects in the cooperative group condition, scored significantly higher on rule learning, low ability subjects in the cooperative group condition as compared to low ability subjects in the individual condition scored significantly higher on rule learning. In relation to the process variables under study, middle and low ability subjects in the cooperative group condition scored significantly higher on response accuracy than middle and low ability subjects in the individual condition. In addition, response accuracy and number of options selected showed significant correlation to achievement for individual learners on some posttests. Time spent on instruction showed a significant negative correlation to achievement on one posttest for subjects in the individual condition. Finally, subjects in both conditions showed no significant differences in attitude toward instruction.

Implications of Results: Results of this study show that middle school students can be effectively taught cooperative skills necessary for cooperative group computer-based learning. In addition, results of this study show that students who work in a cooperative group computer-based setting learn verbal information, concepts, and rules as well as students who work in an individual computer-based setting. These results suggest that the instructional designers of computer-based instructional programs should consider alternatives to software designed for individual use. Although group-based software programs with a cooperative strategy have recently been marketed (Snyder, 1990), additional investment in software for group use is warranted. Furthermore, the critical question that concerns computer resource distribution is: Should several computers be placed in each classroom or should a school instructional computer lab of 25-30 computers be provided? Results of this study should assist school administrators as they make decisions for the purchase and distribution of computer hardware and software. The outcomes of this study suggest that groups of students learn as well as individuals on computer-based group learning instruction, which may provide evidence for a more decentralized approach to the distribution of computer resources. Finally, while the results of this study show that a cooperative group strategy especially benefits the low ability learner in the acquisition of rules, continued research is needed to determine if an individual strategy is more beneficial to the middle and high ability learner in the acquisition of rules.

Implications for AISD: Use of content and materials similar to those developed in this study could assist Austin ISD classroom teachers in the implementation of grouping strategies that enchance the learning outcomes of computer-based instruction offered through their courses of study. Furthermore, software specifically developed to teach computer-based cooperative learning skills should be given consideration for classroom use. In addition, Austin teachers should consider including group-based software programs in their courses of study. The outcomes of this study suggest that groups of student learn as well as individuals on computer-based group learning instruction, which may provide evidence for a more decentralized approach to the distribution of computer resources. Finally, the results of this research indicate that teachers need to examine the ability composition of groups. In this study, grade-equivalency prior achievement reading scores ranged from grade three to grade twelve. The differences in ability were significant in that the range in some groups spanned nine grade levels. In light of the findings, caution should be used when assigning students to mixed ability groups. Groups composed of students with a moderate range of ability should be considered and is recommended.

Effects of Standardized Testing on Teachers and Teaching

Abstract

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Center for Research on Evaluation, Standards and Student Testing (CRESST)

Participating Schools: Eleven districts across nine states were selected based on their diverse geographical locations and willingness to participate in the study. The subjects in this study are 341 third through sixth grade teachers from 24 demographically matched pairs of schools, a total of 48 schools. In each pair, one school has shown a significant increase in standardized test scores over the last three years while the other has shown no such increase.

Description of Study: The purpose of this study was to better understand the effects and meaning of standardized test scores. For instance, are increasing test scores a reflection of a school's preparation practices, efforts toward instructional renewal, or emphasis on basic skills? Further, do increasing test scores mean the same thing in high and low SES schools? For example, do increasing test scores relate to the same or different teaching practices in high and low SES schools? Through teacher questionnaires, the study assessed the relationship of increased test scores with teacher and student characteristics, perceived pressure to improve test scores, influence of testing on teacher planning, amount and type of test preparation at the classroom and school level, impact of testing on non-tested subjects, impact of testing on teacher pride and sense of professionalism, and general attitudes about reasons test scores change, their fairness, and their usefulness.

Description of Results: All teachers report substantial pressure to improve their students test scores and spend substantial time and attention to these standardized tests when planning and developing instruction for their students. Teachers in schools with increasing test scores report feeling more pressure to improve student test scores, a stronger presence of instructional renewal efforts, more pride in teaching, and more influence over school decision-making than teachers in schools with stable or decreasing scores. Regardless of test score trends, teachers at low SES schools, compared to teachers at higher SES schools, report that their instructional planning is more influenced by testing, they spend more time on test preparation, and their schools give more attention to test scores. While teachers

at low SES schools with increasing scores credit their gains mainly to changes in instructional strategies, attention to test-taking skills, alignment of instruction with test content, and changes in teaching effectiveness, teachers at high SES schools with stable or decreasing scores attribute their lack of gains to community and population changes.

Implications of Results: Standardized tests influence schools, teachers, and students in substantial ways. Test content and previous results are used to shape the instructional program, particularly in more disadvantaged communities where test results are likely to be low and pressure to improve high. Contrary to some popular claims, the results of this study suggest that improvements in test scores do not simply reflect greater attention to test preparation or more teaching to the test. Improvements in test scores, in this study, are associated with other desirable features of schools. However, given the time and attention to testing reported by all teachers, testing does seem to be driving the curriculum. Policy-makers and educators need to assure that test content and formats represent truly desired outcomes.

Implications for AISD: Testing can be an important policy lever in shaping school curriculum and a potentially valuable one if the tests assess valued goals. When considering how to improve test scores, remember that more class time on test preparation and making classroom activities more like test formats alone were not related to test score gains. This study's results suggest that collaborative approaches that empower teachers and make use of innovative instruction seem to be more promising alternatives.

ATTENTIONAL GOAL SETTING AND GOAL MONITORING AMONG FIRST GRADE READERS DURING SEATWORK

Abstract

Gretchen Stone, Debra K. Meyer, Marsha Laye McDonough, Bettijim Cates, Douglas Hamman, and Diane Schallert

Participating Schools: Bryker Woods Elementary, and Lee Elementary

Description of Study: The purpose of this study was to investigate the effectiveness of an instructional intervention that was designed to transfer the maintenance of attending behaviors from the teacher to first grade students during reading seatwork. The design of the instructional intervention was the result of a cooperative effort between the principal and first grade teaching staff at Lee Elementary School, and a university-based research team. The intervention involved a two-day, teacher-led instructional sequence during which first graders were taught how to set and monitor goals for attending behaviors. For six weeks following this initial instruction, students used daily record sheets to set and monitor individual goals for attending during reading seatwork.

Description of Results: The intervention was conducted during team reading instruction. There were three homogenous groups: (a) group one (N=20), (b) group two (N=17), and (c) group three (N=9). Log linear analyses supported three general findings. First, the students in this study were able to engage in the process of goal-setting/monitoring, and they became increasingly variable in their goal-setting/monitoring. Second, there was some "carry over" relationship between students' daily goal-setting and monitoring behavior to the following day's goal-setting and monitoring. Finally, first grade readers' abilities to set and monitor their own attentional goals were found to be related to their reading level.

Implications of Results: Because first graders were found to be capable of setting and monitoring specific attentional goals over time, indications are that goal setting/monitoring should be a

part of programming where working independently is desirable. This instructional practice can help children to use forethought and consideration of personal strengths and weaknesses gained from reflection or teacher feedback. Furthermore, because the findings in this study reveal that students goal setting/monitoring is related to reading level, interventions that teach students how to set and monitor their goals should be designed according to students' present reading levels.

THE EVALUATION OF A NEWLY RELEASED, NATIONALLY DISTRIBUTED MINORITY RECRUITMENT VIDEOTAPE OF THE PROFESSION OF PHARMACY

Abstract

DeAndra L. McIver, Jamie C. Smith, and Kenneth W. Kirk, Ph.D.

Participating Schools: LBJ High School and Reagan High School

Description of Study: The focus of this study was to measure the impact of videotape education on minority high school students by assessing changes in knowledge of the pharmacy profession, as well as perceptions towards a career in pharmacy. A 12-minute pharmacy recruitment videotape developed by two national pharmacy organizations was the intervention tool used. The videotape was targeted at minority high school students and it featured representative minority pharmacists from hospital and community pharmacy, industry, government, and academia. Information presented in the video included career opportunities available within the pharmacy profession and academic preparation necessary to be admitted to pharmacy school.

Four clases [79 students] from LBJ High School were tested in December 1990, as were six classes [103 students] from Reagan High School in January 1991. These 182 students represented grades 10 through 12; 49% were minority and 48% were female. Each class was selected as either a treatment or control group. The treatment groups first watched the videotape and then completed a questionnaire that was designed to assess students' awareness and knowledge of pharmacy as well as an indication of their interest in pharmacy as a career option. The control groups completed the questionnaire first, then viewed the videotape. With both groups, the two student researchers answered questions about information presented in the videotape and about a pharmacy career, in general.

Description of Results: The results are shown in Table 1 on the next page. The study partially achieved its purpose. Of the 16 questions, significant differences were found between control and treatment groups on 8 items at both high schools. In every case, the direction of the differences showed the videotape had a positive effect on improving the students' knowledge about pharmacy. However, there was no difference seen between the two groups in questions relating to student interest in the health professions and their perceptions of pharmacy as a "good career option." There were no differences in the effectiveness of the videotape between the minority and the Caucasian population.

Implications of Results: Although there was no change in the students' perception of pharmacy as a personal career choice, the increase in knowledge and awareness created by the videotape are important beginning steps in the recruitment process. As the nation's population continues to age and as the minority community proceeds to grow at an overwhelming rate, there will be an even greater need for minority pharmacists in the future. Videotape recruitment materials, implemented at the high school level, could prove to be one of the solutions in attracting minority students into the pharmacy profession.

Implications for AISD: This study demonstrated that undergraduate minority students can effectively promote particular career areas to minority students in high school, particularly when their presentation is accompanied by a videotape specifically designed for high school audiences. Counselors may want to consider this resource when identifying ways to get career information into the hands of minority students.

Table 1: Survey of High School Students Who Have Seen the SNAPhA Videotape on Careers in Pharmacy

	LBJ High School		Reagan High School	
	Treatment	Control	Treatment	Control
I will go to college after graduating from high school.	1.02	1.09	1.26	1.06
I am interested in a career in the health professions.	3.02	2.80	3.04	3.06
Pharmacy is a good career option for me.	3.45	2.97 *	3.57	3.49
Pharmacy ranks with the public as one of the most respected professions.	2.57	2.91	2.20	2.63 *
Pharmacist salaries are in the top 10% of all health professionals.	2.23	2.91 **	1.81	2.86 **
There is not a large demand for pharmacists today.	3.70	3.83	3.87	3.51
All careers in pharmacy involve dispensing medication to patients.	3.95	3.91	3.85	3.51
There are no positions for pharmacists in the government.	4.20	4.11	4.17	3.73 **
Some college faculty are pharmacists.	2.07	2.43 *	2.26	2.45
There are positions for pharmacists in the pharmaceutical industry.	1.80	1.71	1.65	1.96 *
In hospitals, a pharmacist's duties are limited to dispensing medications.	4.18	3.57 **	3.91	3.41 **
Pharmacists in hospitals and clinics usually do not interact with patients.	4.02	3.74	3.72	3.78
Pharmacists do not work closely with nurses and physicians.	4.09	4.09	4.02	3.80
A doctorate in pharmacy [Pharm.D. degree] requires 4 years of college.	4.14	2.94 **	4.02	3.10 **
A Bachelor of Sciences degree in pharmacy requires 5 years of college.	1.89	2.60 **	1.91	2.92 **
Students need to concentrate only on science to pursue a career in pharmacy.	4.23	3.80 *	3.94	4.04
Math courses are usually not required to become a pharmacist.	4.43	3.97 **	4.44	4.04 **
A pharmacist tends to work alone and does not use written and verbal skills.	4.41	4.20	4.19	4.24
Reading books about pharmacy is the best way to gain information about the profession.	3.23	2.86	3.07	3.10
	[N=44]	[N=35]	[N=54]	[N=49]

1 = Strongly Agree; 5 = Strongly Disagree
[* Significant at 5% level; ** Significant at 1% level]

PRINCIPAL LEADERSHIP, SHARED DECISION MAKING, AND STUDENT ACHIEVEMENT

Dissertation Abstract

Melody Ann Johnson, Ph.D.
The University of Texas at Austin, 1991

Description of the Study: The purpose of this study was to compare the leadership decision-making patterns of principals and the organizational structures of effective middle schools with those of ineffective schools. Effective schools were defined as those in which students were achieving above state averages and beyond expectations on criterion-referenced tests. The overarching purpose of this study was to determine the type of leadership that exists and the degree to which shared decision making and collaboration are present on campuses where traditionally high-risk students are successful.

Thirty-six middle schools in Texas were selected on the basis of sustained high or low-performance for a three-year period on state criterion-referenced tests. The sample of 18 high- and 18 low-performing campuses were matched on the basis of five variables resulting in two relatively homogeneous groups. The student populations of the campuses were largely poor and minority in makeup.

Decision-making patterns of the principals, and the presence of organizational adaptation, formalization, and centralization were all analyzed to provide a comprehensive understanding of the relationship of these variables to student achievement. Data collection methods consisted of a combination of surveys, analysis of faculty handbooks containing rules and regulations for teachers, extensive phone interviews with principals, and on-site visitations to four of the schools.

Description of Results: Results of analysis found several significant differences between the groups. In addition to statistically significant differences, definite patterns of directionality were shown in several areas. For example, principals on the high-performing campuses assumed a proactive role in providing instructional leadership. In stark contrast to the low-performing campus principals, high-performing campus principals were intensely focused on academics and were themselves, highly innovative or adaptive. On every variable examined, high-performing schools appeared to be less formal, more collaboratively operated, less centrally controlled, and far more adaptive in meeting the academic needs of their students.

Implications of Results/Implications for AISD:

Implications of Socioeconomic Variables: 1.The implication of the success experienced by some schools is that there is no valid reason related to socioeconomic status for student non performance. Despite the differences between the groups at large, for all but one school with a 35% LEP population in the low-performing group, there was at least one school in the high-performing group of nearly identical characteristics. (See Appendices U - W). One of the top schools had a 100% minority and 99% low income population. This finding strongly supports the effective schools research which indicated there are school factors that can help almost all students realize success.

Implications for Leadership. The implications from this study are that schools in which students who traditionally fail are attaining academic success need strong leaders. Support was found for research which indicated the principal is central to the overall quality of schools regardless of size, socioeconomic status, ethnic background, or funding levels (McCleary, 1983, p.10). The principals in the high-performing schools in this study were immersed in the instructional process. As the research on characteristics of successful leaders indicated, these principals encouraged innovation and experimentation, yet goals were clearly defined. (Peters and Waterman, 1982). They remained constantly engaged in diagnostic and prescriptive activities targeting instruction (Brookover & Lezotte, 1979). High-performing campus principals were internally motivated and driven, choosing to circumvent or ignore external controls and restraints (Vaill, 1982). They saw themselves as the individual with the greatest control over campus-level decisions (Null Hypothesis Four). Above all, these principals maintained a system of accountability through a formal system of close and consistent monitoring of instructional planning and student achievement. The implications of these findings are for the careful screening, selection, and training of campus administrators. It would appear that if the quality of education is to improve, it will happen school by school.

Implications for the Organizational Structure of Schools. Another major implication of this study is the need to reconceptualize the structure of the educational system. The principles of quality, cooperation, and non-coercion appeared to be significantly greater on high-performing campuses. Additionally, both teachers and principals indicated significantly less central control over campus matters by central positions of authority outside the campus organization (Null Hypotheses 4 and 5). The high-performing schools often appeared to be successful in spite of the central authorities attempting to restrict them. Their leaders were highly innovative, adaptive, and resourceful. The teachers had significantly more input into decisions concerning instruction, curriculum. and planning. The principals were in direct, regular contact with teachers concerning these matters. Such issues were not left to specialists. Instructional content, objectives, activities, and evaluation measures were all tightly aligned. Simultaneously, collegiality, a focus on curriculum, participatory decision making, team planning, and accountability were all salient features of the high-performing schools in this study.

Implications for Curriculum. Closely linked to the educational organizational system is the curriculum of that system. The findings of this study imply a need to rethink the lock-step curriculum of the traditional instructional program in schools. High-performing campuses in this study had 37% more academic innovations and engaged in 62% more academic competitions. Fifty-six percent of the the high-performing schools required teachers to use their mutual planning period to develop interdisciplinary curriculum specifically for their campus. The extensive use of personal test profiles enabled teachers to better personalize instruction and monitor student needs. The extensive use of academic teaming facilitated the development of personal relationships with students while simultaneously ensuring staff communication about overall academic progress.

Implications for Site-based Management. Despite the fact significant differences were found in the degree of subordinate contribution to decisions, schools in general still tend to be essentially bureaucratically structured and operated organizations. Particularly in the area of budgetary control, all 36 principals indicated they had relatively little or a minimum amount of control. Principals from the high-performing group reported having to "scavenge, scrounge,

and plead" for financial resources in order to implement and operate some of the most successful programs on their campuses. The implications of these findings are for districts to accommodate greater site-based control under the leadership of their most successful principals. How much more successful might they be if they had autonomy in this area to augment academic programs? How much better spent might their time be if freed from the task of chief resource provider?

The fact the high-performing campus teachers had significantly more input, particularly into instruction-related issues, imply a need for even higher levels of contribution if higher levels of success are to be realized. School systems fail to capitalize on the strengths and expertise of their work force.

> Although principals in effective schools are invariably characterized as strong leaders, their strength does not stem from their status or ability to control the activities of individual teachers. Instead, they assume primary responsibility for certain key processes and they enlist teachers to assist in those processes and take part in decision making (Bacharach & Conley, 1986).

Implications for Leadership Training Programs. Finally, leaders must be adequately screened, selected, and prepared for leadership in site-based schools. The results of this study indicated the same incompetent leaders with the same skills will probably be even less successful in a restructured organization.

PRINCIPAL COMPETENCIES IN BUREAUCRATIC AND DECENTRALIZED ORGANIZATIONS

Abstract

Mary Bull, Ph.D.

Participating School: Austin High School

Description of Study: The purpose of this study was to determine current principals' readiness to function successfully in a decentralized, site-based management organization. Since most principals were educated in a bureaucratic model and have progressed throughout their careers in a bureaucratic system, their ability to function in a different organizational and decision-making structure is questionable.

Description of Results: Principals throughout the state (elementary, middle/jr. high, and high school)from small, medium, and large districts responded to the study. They were asked to assess their own need for training in 32 site-based skills and eight domains defined as necessary for success in a site-based organization. Teachers who had worked with principals for at least three years responded to a similar questionnaire which asked them to rate their principals' competence in the 32 site-based skills. A percent of agreement between teachers' and principals' responses was determined.

A comparison of the rank order of mean scores of both principals and teachers was made on the 32 items and eight domains. Principals indicated a need for moderate training in seven of the eight domains. Teachers rated their principals' competence higher than the principals rated themselves. Principals identified their greatest need for training in the Accountability Domain, followed by Instructional Leadership, Budgeting, Public Relations, Decision Making, Planning, Facility Management, and Personnel. Teachers identified principals as least competent in the Budgeting Domain, followed by Personnel, Instructional Leadership, Public Relations, Decision Making, Accountability, Planning, and Facility Management.

Implications of Results: Prior to any attempt to implement site-based management in the schools of Texas, an extensive staff development effort will be necessary. Current principals were not trained in site-based management and typically have not received training in it; therefore, they are not adequately prepared to implement a decentralized decision-making organizational arrangement.

Implications for AISD: Prior to any expansion of the current participation in the SBI initiative, principals must be thoroughly trained in the skills which are crucial for success in a site-based organization: Accountability, Instructional Leadership, Planning, Decision Making, Budgeting, Personnel, Public Relations, and Facility Management.

FIELD TEST OF INDEPENDENT LIVING

A Curriculum with Adaptations for Students with Visual Impairments

Abstract

Nancy Levack and Brigitte MaGee
Texas School for the Blind and Visually Impaired

Participants: VH teachers in independent school districts, special ed coops, VH coops, rehabiliation centers of four education service centers from region III, X, XIII, and XVII. (AISD: Rosedale and McCallum schools)

Description of field test: The purpose of the field test was to determine usefulness and applicability of the curriculum in a variety of service delivery models. Teachers were asked to comment on content and style as well as how the curriculum and resources were applied throughout the school year.

Description of results: The curriculum was very well received in a variety of ways: 1) As an assessment tool, 2) for information on resources, 3) for information on adaptations for the visually impaired, 4) for examples of competence, 5) as a teaching tool using the strategies suggested, and 6) as a confirmation to VH and other special ed teachers.

Implications of results: This curriculum will provide parents, special ed and VH teachers ways to assess, instruct, and evaluate students who are visually impaired in skills for social competence, self-care and maintenance of personal environment, and play and leisure. It will assist in programming and planning in public and residential schools in regards to the unique needs of children, youth, and young adults with visual impairments.

Implications for AISD: Participating teachers will be given a copy of the final published document at no charge at the beginning of the 91/92 schoolyear. Other interested personnel or staff will be able to purchase the document. It may serve as a springboard for programming for students with visual impairments. Parents and teachers may find it a useful tool to determine individual needs.

Elementary School Teachers' Lives and Careers: An Interview Study of Physical Education Specialists, Other Subject Specialists, and Classroom Teachers

ABSTRACT

Dorothy D. Lambdin

Participating Schools: Teachers from three Austin ISD schools, two Round Rock ISD schools and one private school participated in the interviews. Teachers were promised anonymity so names will not be given.

Description of Study: In this qualitative study three teachers from each of six different schools were interviewd about their lives and careers. Participants included a physical education specialist, another subject specialist, and a classroom teacher at each school. Each participant completed two sixty minute interviews where s/he described the interaction of life and career and changes that have occurred over time. The open-ended interviews were minimally structured to allow the participant to tell his/her own story. Interviews were audio-taped and being transcribed with pseudonyms replacing all proper names. The data will be analyzed using the constant comparative method. At present coding categories are being developed and themes which have emerged are being documented. Negative cases (where data do not fit the themes or categories) will be investigated. If the three sets of teachers appear to have some individual themes which appear significant these will be described in a profile of the group. Themes will be summarized and examples provided for readers.

Description of Results: Analysis is not complete at this time

Implications of Results: It is hoped that information from this study will increase our understanding of the lives and careers of elementary school teachers. This increased understanding could in turn guide preservice and inservice programs as well as informing decisions governing job structures and workplace policies.

Implications for AISD: Same as above.

Expected completion Fall 1991

The Emotions Regulating Family Interaction

Theodore Dix, Ph.D

Participating Schools: Not yet determined

Description of Study: This research examines how emotions contribute to effective and ineffective family interaction. Although psychological theory emphasizes that emotions can both promote and undermine family interaction, there has been little research to date on the role emotions play in family functioning. The present research will compare mothers of average boys and mothers of noncompliant boys on the emotions they experience and the types of parenting they display during everyday interactions. It will assess how the emotions of average mothers differ in kind, strength, frequency, and duration from the emotions of mothers of noncompliant boys. It will examine whether depression, life stress, and lack of social support undermine parenting because they alter the emotions mothers experience when interacting with their children.

Mothers and their sons will play games and engage in a variety of everyday activities for 20 minutes in a university playroom. Mothers will then watch videotapes of their interaction and report the emotions they felt from moment to moment and the emotions they thought their sons felt. Tapes of the interaction will be coded by observers for the responsiveness of the mother's and the child's behaviors and for the emotions evident in their facial expressions and tones of voice.

Description of Results: Data have not yet been collected. When collected, they will be analyzed to determine whether mothers of noncompliant boys report and express different emotions during interactions with their children than do mothers of average boys. We expect that, compared with mothers of noncompliant boys, average mothers will feel emotions that occur more closely in time to their children's expressions of emotion and that more often support their children's ongoing activity. We also expect that anger, dysphoria, and an absence of joy will be associated from moment to moment with low quality parenting. We expect, as well, that depression, life stress, and marital discord will predict low quality parenting because these factors increase mothers' tendencies to experience anger, dysphoria, and low levels of joy during everyday interactions with their children.

Implications of Results: The results will help us understand poorly coordinated family interaction patterns. It will reveal which emotions are most closely associated with problematic family interactions, how and why they are aroused, and how they alter ongoing parent-child interaction.

Implications for AISD: In AISD and other school districts across the United States, noncompliant behavior in boys one of the most serious and intractable problems encountered by teachers, principals, and school counselors. Noncompliant boys disrupt classroom activities, harm other children, interfere with recreation, and in countless other ways undermine the effective functioning of schools. Understanding why these boys develop noncompliant behavior patterns is essential if schools are to devise programs that will effectively minimize the problem. School personnel need knowledge of the emotional processes that contribute to these problem behaviors and that perpetrate ineffective family functioning.

Student Perceptions of Interactive Video Instruction in the Classroom

Interim Report

Kathy J. Schmidt

Participating School: Kealing Junior High School

Description of Study: The purpose of this microethnographic study was to investigate through careful and systematic observation students' interactions using interactive video lessons in an actual instructional environment. Students' comments were collected through interviews as well as their results on a test of locus of control.

Description of Results: Currently, the researcher is still conducting data analysis. Preliminary findings indicate that the students were highly motivated by the interactive video instruction and that they made achievement gains using the instructional modules. In addition, the students liked working cooperatively in small groups. Use of the computer as well as calculators improved student attitudes and learning.

Implication of Results: This information should provide insight as to factors relating to learner acceptability of interactive video as well as ways to effectively integrate interactive video into realistic settings.

Implications for AISD: Many educational technologists believe that interactive video soon will prove an invaluable resource in the school curriculum (Office of Technology Assessment, (OTA), 1988). On November 10, 1990, the State Board of Education in Texas approved Proclamation 16 which gives approval for use of a videodisc based curriculum in lieu of textbooks.in science education in Grades 1-6. Texas thus becomes the first state to pay for videodiscs as an alternative to textbooks. This study should help in addressing ways to effectively utilize an alternative instructional method.

CREATIVE DRAMA AND THE ENHANCEMENT OF ELEMENTARY SCHOOL STUDENTS' UNDERSTANDING OF SCIENCE CONCEPTS

Abstract

Michael Kamen

Participating Schools: Williams Elementary

Description of Study: Two elementary classrooms (one in AISD) in which creative drama is being used as part of science instruction were studied. The purpose was to determine the effectiveness of creative drama in enhancing students' understanding of science concepts. The two teachers were former students of the researcher. They responded to a letter asking for volunteers to participate in the study. The investigation was descriptive and used four instruments to investigate the effectiveness of creative drama in the science classroom. They were written tests for the students, interviews with students, interviews with the teachers, and direct observations.

Description of Results: The students improved on the content tests. Both the students and the teachers reported benefits from the use of creative drama, including better understanding of the concepts and improved motivation and interest. The creative drama activities were integrated with other types of instruction. The teachers cautioned, however, that creative drama activities need to be well-planned to avoid behavior problems and maximize the educational value. Also, limitations of space and time can inhibit teachers from using creative drama. The students enjoyed the use of creative drama and felt that they learned more by its inclusion in lessons.

Description of Results: The results support the use of creative drama and indicate that creative drama is most effective in helping children understand science concepts when integrated with other teaching strategies. Recommendations include the inclusion of creative drama techniques in elementary science methods classes and inservice workshops.

Implications for AISD: The teachers were volunteers and may not be representative of a larger group of AISD teachers. However, the thorough description of the teachers, classrooms, and students will help with decisions regarding applications in other settings. The gains of the students' content knowledge from the lessons that use creative drama, and the positive attitudes of both the students and teachers support the option for teachers to participate in workshops about integrating creative drama into the science curriculum.

A COMPARISON OF AUDITORY SKILLS OF HEARING-IMPAIRED CHILDREN IN AURAL/ORAL VS. TOTAL COMMUNICATION EDUCATIONAL ENVIRONMENTS

Abstract

Linda Thibodeau, Ph.D. and Dedra Maas, B.S., Ed.

Participating Schools: Brentwood Elementary, Reilly Elementary

Description of Study: The purpose of this research was to compare the auditory skills of a small sample of hearing-impaired children educated in oral environments versus children educated in total communication environments. It was hypothesized that there would be no significant difference in the auditory skills of the two groups. This finding would support the notion that the introduction of sign language does not adversely affect the development of auditory skills in hearing-impaired children.

Description of Results: For this study, ten children, ages six to eleven, were selected by the examiner. Five of the children were enrolled in an oral educational program and five were enrolled in a total communication educational program. Each child was matched for degree of hearing loss, chronological age, age at fitting of amplification, nonverbal IQ, receptive language, and age at onset of intervention. The Test of Auditory Comprehension (TAC) was administered to each child individually. The percent correct scores of each child on ten subtests were compared between groups, and the overall scores of each group were compared. There was no significant difference between overall summary scores or individual subtests of the two groups. These findings support the notion that introduction of sign language does not delay development of auditory skills for these particular subjects.

Implications of Results: Because the sample size was small and because no other data exists on comparative auditory skill performance, more information is needed to provide conclusive evidence regarding the effect of the introduction of sign language on auditory skill development. The results of this study, however, do indicate that, in the subjects sampled, the introduction of sign language has had no detrimental effects on the development of auditory skills.

Implications for AISD: The results of this study indicate that the introduction of sign language in a hearing-impaired child's educational placement should not be ruled out based on the belief that the introduction of a sign system may delay the development of auditory skills.

IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT:

A CASE STUDY ON THE CHANGE PROCESS

Abstract

M. Leticia Ramirez-Lopez

Participating Schools: Allan, Allison, Boone, Mathews, and St. Elmo Elementary.

Description of Study: Five elementary schools involved in the implementation of school-based shared decision making were identified to participate in the study. The purpose of this study is to describe the process of change as these schools implement the process of SBI. The study focus is on the particular concerns and needs of the people involved in the implementation. It will examine the concerns of the participants according to the years of implementation (the schools range in years of implementation from 1-3), the experience of the person participating, the position/grade level he/she is teaching, the level of education, and the degree of participation in the implementation.

Description of Results: There has not been enough data collected to report.

Implications of Results: The data collected will indicate key issues that need to be addressed in relation to the concerns of the participants. In addition it will identify possible barriers and factors that affect the implementation internally and externally. It is important for the participants inside and outside of the school to find out what concerns and problems these changes have caused, and how these can be resolved to promote effectiveness in the school and district.

Implications for AISD: This study will serve to monitor the implementation of SBI, in addition it will identify the concerns teachers, staff and principals are experiencing in regard to SBI. From this information principals and central administration can plan appropriate staff development that guide the success of school-based improvement. It will not be an evaluation of the effectiveness of SBI.

Austin Independent School District

Department of Management Information

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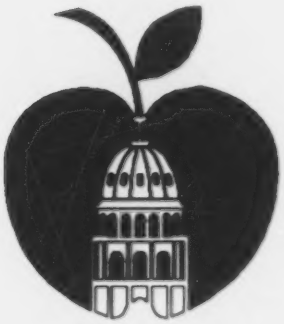

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